

The Stony Brook

"Let Each Become Aware"
Founded 1957, Incorporated 1976



Statesman

Circulated to over 100 off-campus locations
Weekly readership estimated at 30,000.

VOLUME XLIV, NUMBER 45

MONDAY, OCTOBER 30, 2000

PUBLISHED TWICE-WEEKLY

Major: must be declared by beginning of junior year; the major department determines when requirements have been completed.

Upper-Division Credit: 39 credits minimum (numbered 300 or higher). Transfer credits must be evaluated by the appropriate department.

1. _____ 5. _____ 9. _____ 13. _____
2. _____ 10. _____
3. _____ 11. _____
4. _____

Residency Credits: 36 credits that must be passed at Stony Brook after the student has earned 57 credits.

Minimum Cumulative Grade Point Average: 2.0 for Coverage for all academic work taken at Stony Brook. Graduation requirements for institutions are not included in the Stony Brook Catalog. For show on our transcript.

Diversified Education Curriculum (D.E.C.): for complete description see the 1997-99 Undergraduate Bulletin.

Total Credits: 120 (B.A. or B.S.) or 128 (B.E.)

LIMITS ON CERTAIN TYPES OF CREDITS TO BE USED TOWARD GRADUATION REQUIREMENTS

Credits earned with a P grade	20 credits
Independent study (273, 287, 444-449, 484-489)	30 credits

Physical Education (all PE courses including 100 level)	4 credits 10 credits
------------------------------------------------------------	-------------------------

Acting as a teaching assistant (AI, AS, ES, SS, SS, SS, SS, SS)	4 credits
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Undergraduate teaching practice (444, 449, 484, 489)	4 credits
Studio and performance courses	30 credits

Credits earned in a graduate program	6 credits
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Graduate course (numbered 500 and above)	6 credits
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Remedial courses (MAP, AIM)	0 credits
Repeated courses (unless noted as repeat)	0 credits

X **+** **1** **2** **3** **4** **5** **6** **7** **8** **9** **0** *****

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DISCIPLINARY DIVERSITY

E **F** **G** **H** **I** **J** **K** **L** **M** **N** **O** **P** **Q** **R** **S** **T** **U** **V** **W** **X** **Y** **Z** *****

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EXPANDING PERSPECTIVES AND CULTURAL AWARENESS

H **I** **J** **K** **L** **M** **N** **O** **P** **Q** **R** **S** **T** **U** **V** **W** **X** **Y** **Z** *****

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College Students are Split on the Significance of General Education Requirements.

Academic Judiciary Report

The Academic Judiciary of the College of Arts & Sciences reports on selected cases in which students have been charged with academic dishonesty. The report is prepared by the Executive Officer of the Arts & Sciences Academic Judiciary in the Office of Undergraduate Academic Affairs.

In accordance with federal and state laws governing the protection of student privacy, these reports exclude identifying information such as name, gender, course, and department. In some cases, details that could be used to identify people have been altered to protect their privacy.

A student with no prior record of dishonesty was reported for having submitted plagiarized work. The cheating was discovered when the instructor realized that the student's paper seemed to be written in different styles of varying quality and that the paper was on a topic not covered by the course assignment. A web search by the instructor revealed that the essay had been plagiarized from two sources. The student appealed the accusation and was found guilty by a hearing board. The penalty is a Q for the course and a notation of academic dishonesty on the transcript.

A student who had previously been found guilty of dishonesty was reported for cheating on an exam. The discovery was made when the instructor noticed that the student had filled in a calculation on one of the questions that was actually the right answer for a different form of the test. The odds of the student randomly guessing that precise answer were less than one in one million. The student

appealed the accusation and was found guilty by a hearing board. The penalty is suspension for 1 year, permanent Qs for both courses in which the student has been found guilty of dishonesty, and a permanent notation of academic dishonesty on the transcript.

A student with no prior record of academic dishonesty was reported for having submitted another student's work in a lab report. The accused student waived the right to appeal and was found guilty of plagiarism. The penalty is a Q for the course and a notation of academic dishonesty.

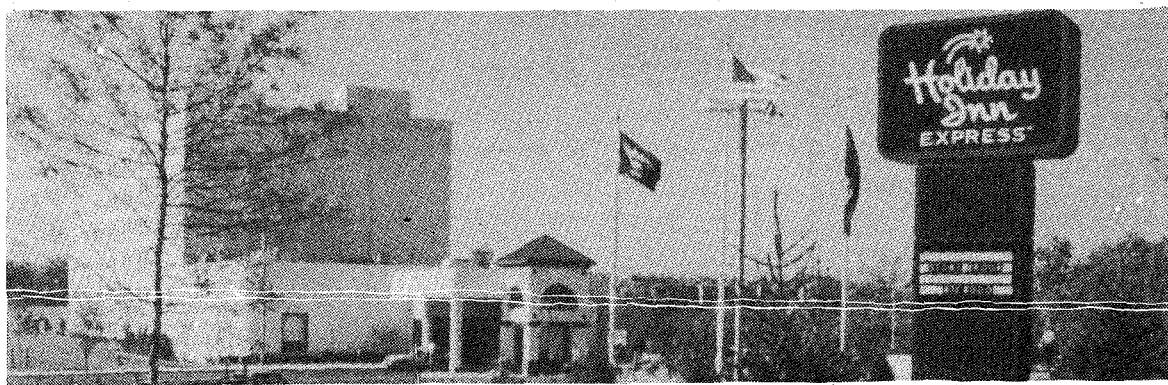
A student with no prior record of academic dishonesty was reported for plagiarism. The dishonesty was discovered when the instructor ran a web-based search for keywords related to the essay submitted by the student. Much of the student's essay was discovered to already exist on four web sites. The student failed to appeal

the accusation and was found guilty of dishonesty. The penalty is a Q for the course.

*The Q grade denotes a failure in a course by reason of academic dishonesty and is accompanied by a notation on the transcript indicating academic dishonesty. The Q denotes a failure in the course by reason of academic dishonesty and is calculated into a student's grade point average as an F.

If you are a matriculated student who has never been found guilty of academic dishonesty and if you are interested in being asked to serve on a hearing board, please call the Academic Judiciary Office at 632-7080. You will be occasionally contacted and invited to serve. Hearings are scheduled at different times of the week and generally last 1-2 hours.

The Academic Judiciary is located in the Office of Undergraduate Academic Affairs in E3310 Main Library. Policy information and forms can be found at <http://naples.cc.sunysb.edu/CAS/ajc.nsf>.



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**A Thought
From
Rabbi Adam**



Maybe you've seen Rabbi Adam around lately. Perhaps it was the other week in the portable Sukkah. Perhaps it was in the Student Union by the Judaica table. Perhaps you're getting the weekly Jewish newsletter (www.JoozNooz.com). Or perhaps you joined him and his family for a Shabbat dinner. At whatever occasion you happened upon him, it was an occasion to do a Mitzvah- one of those Jewishly spirited rituals which wakes one up to their Jewish identity. Many of you joined him in doing a Mitzvah and confided that through the years you have become less and less involved in building that Jewish connection. Others responded to the opportunity to do a Mitzvah by saying, "No thank you- I'm (a) reform (Jew)." Is that to say that Sukkot is only for the orthodox and reform doesn't have Mitzvot? Of course not, for a Mitzvah is a Jewish concept that exists above and beyond sectarian affiliations. Yet, our respondent is right: he's the type of Jew who would say "no thank you" to shaking the lulav and esrog. So what does that make him? To call him a "reform Jew" is a misnomer that wrongly implies that he is theologically opposed to doing Mitzvot. Rather, he is a Jew, who does many, many Mitzvot, and, for now Sukkot is not one that he feels comfortable doing. That's all. For ultimately, there's no such thing as an orthodox or reform Jew- there's just Mitzvot. For now, some people feel comfortable doing more Mitzvot than others. Others are doing more Mitzvot today than they did yesterday. It's a life long process. Even Rabbis feel stronger some days than others. Sometimes one is inspired to do more. Other times, one may do less. For Jewish identity is not based on label affiliations, but rather, on one's commitment to doing the Mitzvot. In this regard we are all in the same boat- for the goal is to always be going up.

Sponsored by the Chabad Student Club,
www.ChabadUSB.com
comments to RabbiAdam@hotmail.com

The Education Dilemma

Recent Poll Shows Students Divided on General Ed Courses

By ADAM ZIMMERMAN
Statesman Staff

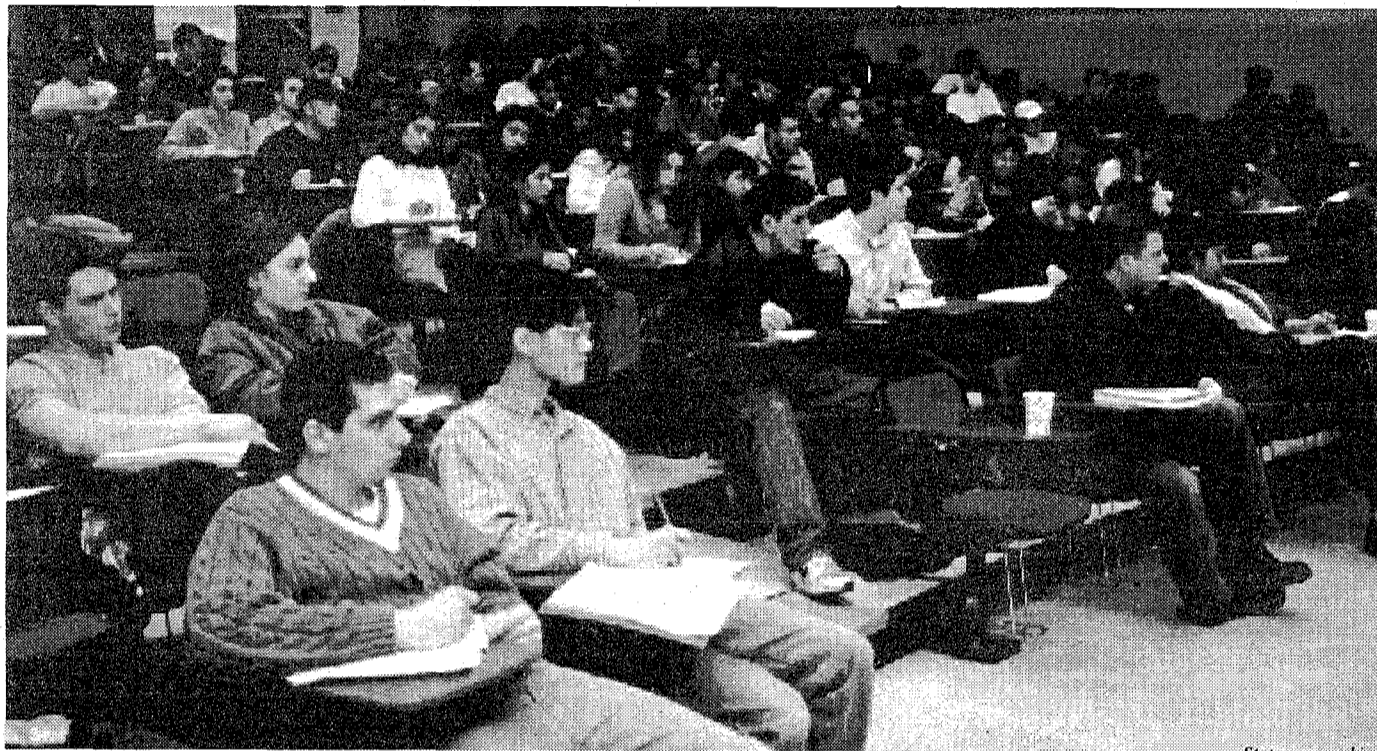
When it comes to the importance and significance of general education requirements, college students are divided, says a recent nationwide survey.

The Foundation for Academic Standards and Tradition conducted a survey through Zogby International which gaged student opinions across the country on the subject. Students were asked to select between the following two statements:

A) There are too many general education requirements. They just hold students back.

b) There are not enough general education requirements. Without sufficient general requirements like these, students graduate without knowing many basic things.

Out of the 1,004 students polled, 45.6% favored fewer general education courses, while 46.5% favored an increase in general



Statesman archives

The Stony Brook plan requires 42 DEC credits, while the SUNY proposal has a minimum of 30.

education requirements.

Here at Stony Brook, general education courses have been the

subject of recent debate and modification. In December 1998, SUNY approved of a new resolution which established new general education requirements. According to Stony Brook Provost Dr. Robert McGrath, SB students are already ahead of the game.

"I believe we have found the right mix with our Diversified Education Curriculum (DEC)," said McGrath. "It is important for students to spend time learning about broad issues in disciplines other than the ones in which they specialize."

Stony Brook already exceeds most of the mandates required by the SUNY system. DEC E requires the taking of two natural science courses, whereas SUNY only requires one. SUNY also calls for only one course in the humanities, while Stony Brook requires three. In addition the Stony Brook plan requires 42 credits, while the SUNY proposal has a minimum of 30.

McGrath believes this is the best time for students to take advantage of diverse opportunities. "The undergraduate level is probably the final chance for a student to receive a well-rounded education," he said. "As far as my own college life went, the general subject courses made me more knowledgeable and understanding of the world around me."

Students in the Stony Brook

Honors College take separate courses which exempt them from the DEC courses, with the exception of DEC K. Honors freshman Lauren Welicky believes this to be satisfactory.

"Preexisting Honors College requirements are sufficient in replacing the DEC courses from which we are exempt," said Welicky. "But I do think that a diversified education curriculum encourages the development of well-rounded students."

Stony Brook has, however, adopted some changes to its general education curriculum. DEC K, formerly known as American Pluralism, now goes by The American Experience in Historical Perspective, and focuses more on a historical emphasis. In addition, oral presentations in several DEC courses have been increased, while current freshman will have to take more writing classes to satisfy the DEC A requirement.

Other issues have yet to be resolved. McGrath stated that while there are details which still have to be ironed out, including the subject of increased foreign language requirements, the program overall has been successful.

"I am pleased with Stony Brook's implementation of the DEC program", McGrath said. "Our students know coming in that they will receive a broad education."

SPD Offers On Line Masters Program In Liberal Arts

The School of Professional Development at the University at Stony Brook is offering an accredited Master of Arts in Liberal Studies (MA/LS) program completely on-line via the Internet. The program is designed to provide easier access for working professionals and other individuals with time constraints to begin or complete their Masters degrees.

The on-line MA/LS allows students to design and schedule individualized courses of study that meet their needs. Students are enrolled in the same courses, learn from the same distinguished faculty, and earn the same degree credits as campus enrolled students. The on-line MA/LS courses are offered in a compressed nine-week term incorporating the same content as the traditional 15-week course taught in the classroom.

The MA/LS is an interdisciplinary degree program approved by the New York State Education Department that examines the issues and themes in the arts and humanities, natural and applied sciences, and social and behavioral sciences. The program consists of 33 credits, 12 of which are

drawn from the liberal sciences areas, 18 of which come from a thematically related area of concentration, and three credits which are devoted to developing the Project Seminar, which is the equivalent of a master's thesis.

Classroom discussions do not occur in real time. Students can log into class anywhere that has Internet access as long as they meet the deadlines established in each course syllabus. On-line students do not need to be computer experts, but must be able to use e-mail and have a basic knowledge of surfing the web using a browser such as Netscape Navigator or Microsoft Explorer. The on-line MA/LS also serves international students, who can earn their degrees without having to leave their home countries, as well as U.S. citizens who are living and working abroad.

For additional information contact EEP@notes.cc.sunysb.edu or visit the School of Professional Development's website at <http://www.sunysb.edu/spd/EEP.htm>

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Two Stars Return to the Light

Joan Osborne and Emmylou Harris Come Back to the Music Scene

By MICHAEL KIMMEL
Statesman Contributor

Absence may make the heart grow fonder but it also tends to exaggerate expectations. Fantasies build up, sharp edges are dulled by time, buffed to much prettier sheens. And so it is with some trepidation that we listen to two new albums from performers we haven't heard in a while.

Emmylou Harris: *Red Dirt Girl*

In the past, we have heard plenty from Emmylou Harris. She reunited with Linda Ronstadt and Dolly Parton for Trio 2, released a live album, produced a tribute album to country-rock pioneer Gram Parsons and produced an extraordinary duet collaboration with Ronstadt called *Western Wall*.

But we haven't heard from Harris the songwriter in five years, since her stunning Grammy award winning *Wrecking Ball*, in which her ethereal sinewy voice was brilliantly matched by Daniel Lanois' equally ethereal atmospheric production.

Which makes *Red Dirt Girl* such a delight. All but one song is written by Harris and she is joined by some carefully understated harmonies and accompanied by some of rock's luminaries including Bruce Springsteen and Dave Matthews. The album requires repeated listening which it rewards like your most comfortable old sweater, guaranteed to comfort no matter the interior climate.

Red Dirt Girl reveals Harris as

"You ache when she does, you get turned on when she is feeling sexy, you feel her pain."

preoccupied by a countrified spirituality-not the smug self-righteousness of those who believe they are saved but rather the simple heartfelt belief in redemption that sustains one through the harder times. Several songs describe women who have fallen on hard



Courtesy of Michael Kimmel

Emmylou Harris' latest release is titled *Red Dirt Girl*.

times, whose faith sustains them without their having to inflict it on others. "Tragedy" laments the loss of love with Patti Scialfa and her husband Springsteen mulling over fate in the background. "Bang the Drum Slowly" elegantly mourns Harris' late father. Opening track "The Pearl" perhaps best sums up Harris' musical vision. A haunting lyrical turn uses the agony of the oyster producing a pearl as a metaphor—there must be some reward, some redemption from that pain. And she finds it, as she does on all these songs, not in some simple minded pop, but in the small and hard won painful victories of the soul.

Joan Osborne: *Righteous Love*

It's been five years since Joan Osborne's Grammy nominated debut *Relish* which featured her hit song "One of Us," a song that imagined God as mere and rather disheveled mortal. In between, she released an ill-advised collection of early studio tracks which was dropped by her

record company.

Her new release *Righteous Love* finds Osborne still searching—both for a lover that can match her sensual intensity and for a sound that can match her earlier compelling mix of gut-wrenching blues, scratchy-throated aching ballads and snarling anger.

Instead of creating a sound that is entirely her own, on this record Osborne seems content to borrow from every other genre. "Love is Alive" takes from soul-based Motown girl group harmonies and "Grand Illusion" and "Poison Apples" uses guitar riffs stolen right out of George Harrison's gently weeping guitar repertoire. Even the title track erupts with a Phil Spector-like wall of sound. And "Make you Feel My Love" sounds so much like Emmylou Harris with the soft whispering vocals and pedal steel guitar over a soft country groove, that it might be necessary to check what album you are listening to.

Despite the musical voyeurism, there is a vocal integrity in

Osborne's phrasing that still comes through. You ache when she does, you get turned on when she is feeling sexy, you feel her pain. But where this was so evident earlier on tracks such as the wrenching "Pensacola" and the plaintive "Crazy Baby" here you have to work harder for it, wading through layers of fuzzy vocals, driving sounds that drive her out. But there are some rewards also: "Hurricane" finds her vocals both angry and aching, searing and soothing.

It is interesting that both Harris and Osborne include songs inflected with Middle Eastern melodic riffs—after Sting's success with that theme, watch out, everyone will be doing it this year. Both offer a song in which they sing "Hallelujah" as a chorus. But where Osborne uses it somewhat ironically, as a backhanded compliment to a former lover who now gets the sadistic pleasure of watching her in pain, Harris remains a true believer, punctuating another small triumph in a world that offers constant sorrow.

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The Stony Brook Statesman, which serves SUNY Stony Brook and its surrounding community, is a nonprofit literary publication produced twice-weekly during the academic year and bimonthly during the summer.

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Editorials represent the majority opinion of the Editorial board and are written by one of its members.

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Editorials

Necessary DEC's

Many students moan and groan twice a year. When it is time to make their semester schedules some students are distressed to find that they still have some DEC requirements to fill in addition to the classes they need for their major: DEC, the diversified education curriculum, is a system that is mandated by SUNY and one that Stony Brook adheres to more strictly than the requirements sent down from Albany. For example, while SUNY asks for only one humanities class, Stony Brook requires three from its students. SUNY wants only one science class but Stony Brook will not let you graduate unless you have two. DEC's are designed to give students a flavor in all areas and disciplines and to prevent them from developing a too narrow focus. The goal is to graduate a well rounded individual, something that can be a pain in the short term for students but one that is a true benefit in the long run.

While DEC intentions are good, most students have felt the pressure of the

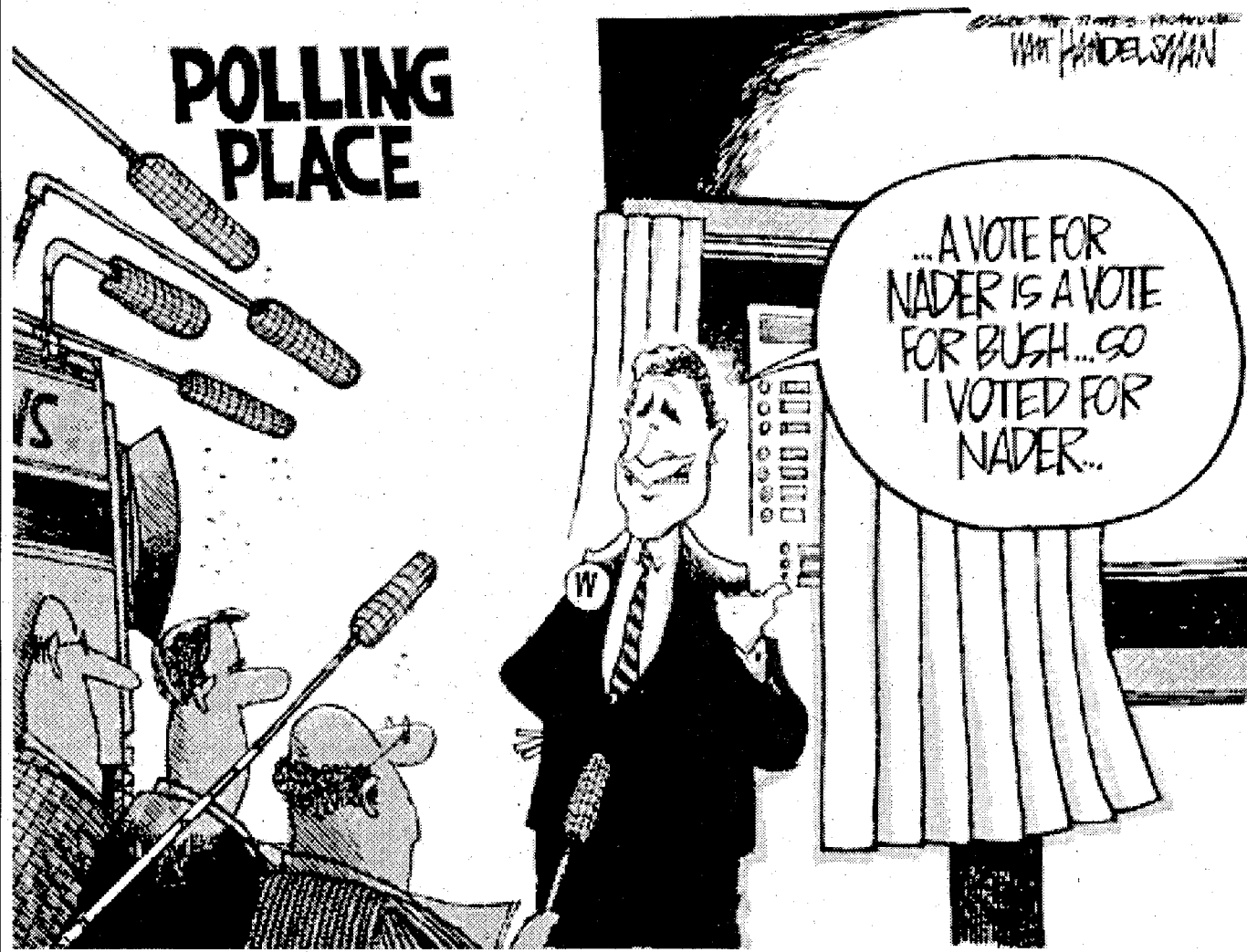
requirements and many have asked, "what's the point?" We have all seen the graduating seniors in our intro classes begging the professor to pass them so that they can graduate. Many of us may have asked why should a history major be forced to sit through a calculus class? What is a physics major going to get out of British literature?

Quite a lot, actually. Education is the primary goal of all students, at least it should be, and part of achieving that goal means learning about what else is out there. Just because you were born with the gift of art does not mean you should be exempt from learning American history. To be truly educated means getting a taste of everything. Besides, how boring would you be if you only knew about your field of study and that was it? Wouldn't your college or university be doing you a disservice if it let you graduate without getting a feel for everything? And you never know where you will find your inspiration. Maybe a scientist can get some ideas from

reading Frankenstein or an English major will write about experiences in the bio lab.

In addition to getting well rounded and maybe even inspired, you might think that your major is exclusive to itself but you never know what might come up. Take an anthropology major. Studying bones and other cultures, who needs to know about numbers and science, right? What a misconception: how are you going to calculate fossil frequencies, how are you going to map sites without the ability to do math and science? And for that history major that cries when it is time for math class, how will you understand how the A bomb was constructed?

It might make graduating in four years a chore and it might force you to study something you just don't like, but there is a method to DEC madness. It is important to know what is out there. In this age of globalization and diversity, one of the most important things we can do to make it all work is understand where others are coming from. Taking those DEC's is one small step in this direction.



Adelphi Gets Kicked

Continued from back page

The coach told me to try to settle people down and play smart."

The offense also benefited from the improved play of the backline, especially because they were able to commit more players to the attack so that they could create 1 o22) slipped his marker in the penalty box and received a cross from the left side. Though he really should have scored, Ginsberg instead redirected the ball over the crossbar.

Both teams took a 2-2 tie into the half.

The second half was a continuation of the end of the first. Stony Brook's speedy attackers were running amuck in the Adelphi midfield forcing the Panthers defenders to commit fouls—holding shirts and tackling from behind—to slow the Seawolves down. The play in the second half became very rough and consequently, Paul Steward and Marcin Pachowicz received yellow cards.

With 5 minutes left in regulation the panthers turned up the pressure, hoping to catch the Stony Brook defense off guard. Fortunately, for the Seawolves, Ferrin and his backline stepped up big and kept the tie in tact.

After 90 minutes, nothing was settled and both teams went to sudden-death-overtime to decide the contest.

In the 10 minute of overtime, Wright sent a brilliant free kick into the Adelphi penalty box and Allen spun as he received the service and cleanly finished with the left foot inside the near post, to give USB the 3-2.

After the game Coach Dean discussed the adjustments he made. "After the first 20 minutes we managed to settle down and withstand their high pressure offense."

An ecstatic Alton Allen was certainly not short of words, "Our team has a lot of poise we were used to this, we've been down before and come back...at half we focused on the positives." When asked about his own play, "I play with my instincts. I use my speed to create opportunities on goal. I'm glad to have helped the team win.

The Seawolves improved their record to 11-1-2 and are well on their way to a NCAA Tournament berth. They will play their next three games on the road before returning home on November 11 to host Hartwick in the final game of the season.

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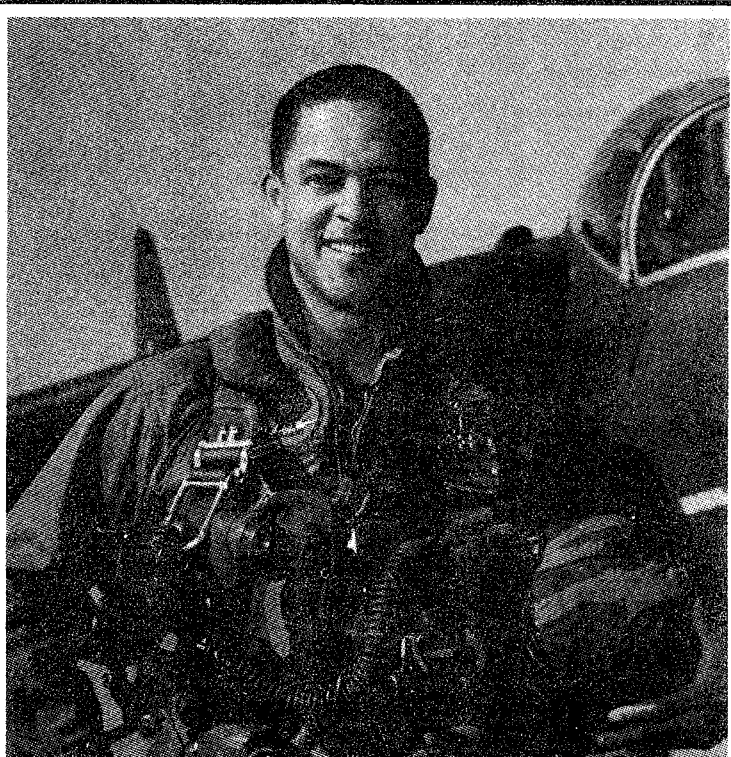
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Sports

Kicking It

USB Men's Soccer Beats Adelphi 3-2

By JEFFREY JAVIDFAR
Statesman Staff

Alton Allen's (#9) double, including a game-winning *golden goal* in the 10th minute of overtime, capped Stony Brook's come-from-behind victory over conference rivals Adelphi. The 3-2 victory was the first the Seawolves' have had against the Panthers in 33 years. Afterwards an elated Scott Dean, head coach of the men's soccer team, called it "the biggest win in the program's history."

Though it was a stupendous team effort, and there were many stars for Stony Brook, number nine's star shined much brighter on the pitch. The speedy winger clearly had too much pace for the lead-footed Adelphi backline. Allen continuously wreaked havoc in the Panthers defense with his swift runs down the sideline and crosses into the box.

The fleet-footed and prophetic senior confessed after the game that earlier this week he had told a friend that he was "going to win a game for Stony Brook before graduating." Allen did exactly that and efficiently too, he coolly finished two of his three shots on goal; each time managing to slip past his marker and thumping the ball home.



Statesman/Erin Rosenking

The Seawolves beat Adelphi for the first time in 33 years.

However, the joyous note on which the game ended was certainly not observed at the beginning of the game. The Seawolves were kept off of the scoreboard for most of the first half and for a little while it appeared as if Stony Brook was going to walk away with a loss.

Adelphi shot out of the gates real strong, stringing together passes, creating chances and bringing up extra attackers. The Panthers' pressure-packed play made the USB midfield appear porous by flooding one side of the field, leaving the four Stony Brook defenders with too many men to mark.

Consequently, freshman goalie Dan Ferrin (#1) was put into a precarious situation as he was subjected to an early barrage, as unmarked Panthers were able to get clean shots on goal. Ferrin showed the poise of an upperclassman as he made several brilliant saves in the first minutes of the game.

Ultimately, Adelphi got to much penetration and were awarded a cornerkick. As the Panther's Marcin Pachowicz was setting up for the kick, the USB defense was confused with their marking assignments. Midfielder Anders Salamonssen came across the penalty



Statesman/Erin Rosenking

Head coach Scott Dean called the win the biggest in the program's history.

box unimpeded and redirected the corner into the back of the net to put Adelphi up 1-0.

It wasn't until ten minutes into the contest that Stony Brook got their first realistic opportunity on the Panthers' goal. The Seawolves were awarded a free kick after Adelphi committed a foul three yards outside their own penalty box. To the relief of the Adelphi bench, USB midfielder Juan Serna (#10) sent a dipping shot just over the crossbar, and the score remained 1-0.

Five minutes later, freshman sensation Shane Arikian (#2) dribbling in tight traffic created space for himself, but struck a disappointing shot right at the Adelphi keeper, Stephen Elliot.

The Stony Brook fans observed this scenario for much of the first half. The Seawolves couldn't control the midfield and thus, couldn't create offensive opportunities. The forwards were forced to take poor shots, in heavy traffic, from outside the penalty box placing very little pressure on the Adelphi goalie.

Perhaps, the only bright spot for Stony Brook, in the first 35 minutes of play, was the determination and intensity with which they went after 50:50 balls. Consistent with the early defensive

confusion, even this positive didn't take place when it mattered most—in the penalty box. USB's failure to clear such 50:50 balls resulted in the first goal.

The opportunistic Adelphi attack didn't let up and in the 22 minute took advantage of Stony Brook's defensive woes and scored on a counterattack. The Panthers' Jean Marc Simeudou used his strength and speed to split two USB defenders and create a 1 on 1 opportunity against the USB Keeper. Ferrin had very little chance of preventing the goal and Simeudou coolly slotted the ball in the back of the net to give Adelphi an ominous 2-0 lead.

In came the addition of Steven Fable to the right side of the USB defense. The 6'2" freshman defender brought with him an imposing figure and the necessary size to counter the Adelphi frontline and beef up the Stony Brook defense.

Almost immediately, the defense was resurrected and able to withstand the Panthers' odd-man rushes, which a few minutes earlier had led to the second goal.

When asked about his outstanding performance afterwards, Fable remarked,

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